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ABSTRACT

This reader, the second in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 2 correlates to Skill Books 3 and 4. Titles of stories in this reader are Christmas, Weekends, Apple Farm Story, The Camping Trip, I Like Singers, My Boyfriend, Grandma's 90th Birthday, I Like To Travel, My Trailer, The Shopping Trip, and Story of the Woods. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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PROJECT P.R.O.U.D.

BOOK 2

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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.

BOOK 2

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CHRISTMAS
by Sue Welsh

morning	dinner	breakfast
people	potatoes	twelve

Christmas morning
we got up at 7:30.
We ate breakfast.
Then we all
sat around
and talked for a while.
Then we opened
our gifts.
I got
a Bible book cover
that zippers up
from my boyfriend.
All the little ones
got toys, games,
and a tape recorder.
They played
with them all day.

After we got done
sharing our gifts,
we went to
Grandma's for dinner.
There were mashed potatoes
and turkey.
There were twelve people
at my grandma's house.
My aunt and uncle
came up.
We talked a lot.

FILL IN THE MISSING WORDS

1. Christmas _____ we got up at 7:30.
2. We ate _____.
3. Then we all sat around and _____ for a while.
4. Then we _____ our gifts.
5. After we got done sharing our gifts, we went to Grandma's for _____.
6. There were mashed _____ and turkey.
7. There were _____ people at my grandma's house.
8. We talked a _____.

ADD TWO LITTLE WORDS TO MAKE ONE BIG WORD

break + fast = _____ a + round = _____

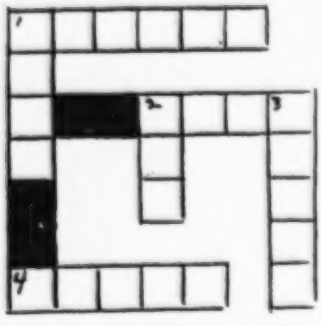
boy + friend = _____ grand + ma = _____

MATCH THE NUMBERS

1	four
2	three
3	five
4	two
5	six
6	one
7	eight
8	seven
9	ten
10	eleven
11	nine
12	twelve

CROSSWORD PUZZLE

Across	DOWN
1. twelve	1. talk
2. gift	2. got
3. house	3. there



THE STORY

1. What time did they get up?

_____

2. Tell three gifts they got.

_____

3. Where did they go for dinner?

_____

YOUR TURN - TELL ABOUT YOU

1. Tell about what you do on a holiday.

2. What foods would you like to eat on a holiday?

3. What gifts do you like to get?

WEEKENDS
by Anonymous

grocery	church	listen
radio	shopping	

I go
grocery shopping
on Saturdays.
I ride the bus.
Helen helps me
carry the boxes home.
I listen
to the radio.
I go
to church
on Sunday.
Helen and I
take long walks.
Sometimes
I go home
to Spring Mills.

FILL IN THE MISSING WORDS

1. I go _____ shopping on Saturdays.
2. I _____ the bus.
3. Helen helps _____ carry the boxes home.
4. I _____ to the radio.
5. I go to _____ on Sunday.
6. Helen and I take long _____.
7. Sometimes I go _____ to Spring Mills.

ADD S AND READ

ONE	MORE THAN ONE
Saturday	Saturday__
Sunday	Sunday __
home	home__
radio	radio__
weekend	weekend__

MATCH THE WORDS

home	RADIO
church	TAKE
radio	RIDE
ride	WEEKEND
take	HOME
weekend	CHURCH

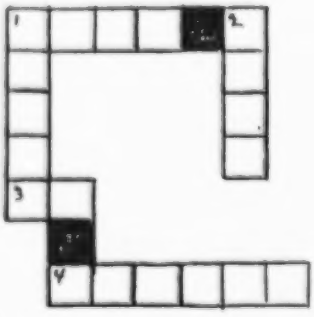
CROSSWORD PUZZLE

ACROSS

1. ride
3. on
4. Sunday

DOWN

1. radio
2. home



THE STORY

1. What does the author do on Saturdays?

_____

2. What does did the author do on Sundays?

_____

3. Who helps the author carry the boxes?

_____

YOUR TURN - TELL ABOUT YOU

1. What do you do on Saturdays?

2. What do you do on Sundays?

3. What do you like to do best on the weekends?

APPLE FARM STORY
by Betty Fye

apple	lunch	gave
farm	too	

We ate lunch
on the bus
going down
to the apple farm
last week.
We got
one apple
to eat
at the apple farm.
We had
apple cider too.
Some people
bought apples.
The people
at the apple farm
gave me
a free apple button
and a cook book.

FILL IN THE MISSING WORDS

1. We _____ lunch on the bus.
2. We got one _____ to eat at the apple farm.
3. We had apple cider _____.
4. Some people bought _____.
5. The people _____ the apple farm gave me a free apple button and a cook book.

RHYMING WORDS

	ate		had
add d	__ate	add b	__ad
add g	__ate	add d	__ad
add h	__ate	add m	__ad
add m	__ate	add f	__ad

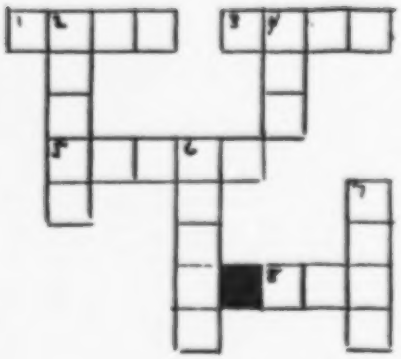
ADD S AND READ

ONE	MORE THAN ONE
apple	apple__
button	button__
farm	farm__
week	week__
book	book__

CROSSWORD PUZZLE

ACROSS

1. We went to the _____.
3. We went last _____.
5. We ate _____ on the farm.
8. We got _____ apple to eat.



Down

2. The people gave us a free _____ button.
4. We got one apple to _____.
6. We had apple _____ too.
7. The people gave us a _____ apple button.

WORD BANK

lunch	week	one
apple	farm	free
cider	eat	

THE STORY

1. Where did they eat lunch?

_____

2. How many apples did they get to eat?

_____

3. What did the people at the apple farm give the author?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you like apples?

2. Did you ever visit an apple farm?

3. Do you ride the bus?

THE CAMPING TRIP
by Peter Matsushima

camping	swimming	caught
fishing	trip	weather

First I
packed
a suitcase.
I put
in a shirt,
pants, socks,
toothbrush,
toothpaste,
comb, shampoo,
underwear and
pajamas.
I wore a jacket.
We took food
in boxes.

The weather
was sunny.
The nights
were cool
and we had fire
in the fireplace.
We roasted
marshmallows
in the fire
and had
crackers too.
I don't
like them much.
We slept
in a brown house.
We went fishing.
Nobody caught
a fish.
We played
baseball and football.
We went swimming.
The trip was fun.

FILL IN THE MISSING WORDS

1. _____ I packed a suitcase.
2. We took _____ in boxes.
3. The weather was _____.
4. The nights were _____.
5. The _____ was fun.

ADD S AND READ

ONE	MORE THAN ONE
shirt	shirt __
sock	sock __
jacket	jacket__
house	house__
trip	trip__

MATCH THE WORDS

food	JACKET
socks	TRIP
jacket	FUN
boxes	FOOD
fish	SOCKS
trip	BOXES

WORD FIND

X	F	O	O	D	X	X	FOOD
X	I	X	X	X	X	X	FISH
X	S	X	X	F	U	N	BOXES
X	H	B	O	X	E	S	TRIP
X	X	X	T	R	I	P	FUN

THE STORY

1. What did the author do first?

_____

2. What did they take in boxes?

_____

3. Where did they sleep?

_____

4. What did they play?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you ever go camping?
2. Do you like to fish?
3. What would you like to do on vacation?

I LIKE SINGERS
by Tim Sawchuk

clothes	singer	wear
dead	favorite	

I want
to be a singer
like Elvis Presley.
Elvis is dead.
It is sad.
Elvis has
greasy dark hair.
I am going
to grease my hair
a little bit.
Michael Jackson
is my
favorite
and he wears
sexy clothes.
Elvis wears
sexy clothes too.

FILL IN THE MISSING WORDS

1. I _____ to be a singer like Elvis Presley.
2. Elvis is _____.
3. It _____ sad.
4. Elvis _____ greasy dark hair.
5. I _____ going to grease my hair a little bit.
6. Michael Jackson _____ my favorite and he wears sexy clothes.
7. Elvis wears sexy clothes _____.

MATCH THE WORDS

wears	DEAD
clothes	FAVORITE
singer	WEARS
dead	DARK
favorite	CLOTHES
hair	HAIR
dark	SINGER

MATCH THE OPPOSITES

little	happy
sad	she
go	big
like	hate
he	stay

WORD HUNT

D	A	R	K	D	D	D	D	HAIR
D	D	D	W	E	A	R	S	DARK
D	D	D	H	A	S	D	D	CLOTHES
H	A	I	R	D	D	D	D	HAS
D	C	L	O	T	H	E	S	WEARS

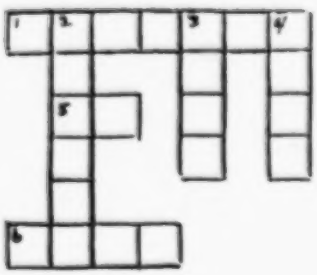
CROSSWORD PUZZLE

<u>ACROSS</u>

1. clothes
5. to
6. wear

<u>DOWN</u>

2. little
3. hair
4. sexy



THE STORY

1. What does the author want to be?

_____

2. Who are the singers he likes?

_____

3. Who is his favorite?

_____

YOUR TURN - TELL ABOUT YOU

1. Would you like to be a singer?

2. Who are your favorite singers?

MY BOYFRIEND
by Sue Welsh

friend	job	talk
good	play	maybe

I met my boyfriend
through my sister's
ex-boyfriend.
My sister's
ex-boyfriend is
his brother-in-law.
Last year
I was in
a restaurant
and he came in
with his friend,
my sister's
ex-boyfriend.
I had a soda.
He had a soda too.
Then we talked.
His name is Tom Jackson.

Tom has a job.
He works at Beckwith.
He has worked
at Beckwith
maybe about ten years.
He lives in Glen Richey.
He is twenty-nine.
He played softball
in the summer
at the New Life Center
in Philipsburg.
He goes to church
in the morning
and at night too.

Tom is not really tall.
He has black hair
and wears glasses.
He also has a
mustache.

On Saturdays
he likes to go
roller skating
at Wings on Wheels
in Clearfield.
Tom is a good skater.

FILL IN THE MISSING WORDS

1. I met my boyfriend _____ my sister/s ex-boyfriend.
2. Last year I was in a _____.
3. He came in with his _____.
4. His _____ is Tom Jackson.
5. He _____ softball in the summer.
6. He goes to _____ in the morning and at night.

PUT TWO SMALL WORDS TOGETHER TO MAKE A BIG WORD

boy + friend = _____

may + be = _____

soft + ball = _____

MATCH THE OPPOSITE WORDS

morning	she
tall	went
came	out
in	short
he	night

WORD FIND

W	W	W	W	W	W	W	HAIR
W	H	A	I	R	W	W	BLACK
N	A	M	E	W	W	W	SKATER
W	S	K	A	T	E	R	HAS
W	W	T	O	O	W	W	TOO
W	B	L	A	C	K	W	NAME

THE STORY

1. How did the author meet her boyfriend?

_____

2. What sport does Tom play in the summer?

_____

3. How old is Tom?

_____

YOUR TURN - TELL ABOUT YOU

1. Describe someone important to you.

GRANDMA'S 90TH BIRTHDAY
by Betty Fye

church	hundred	punch
coffee	nine	party

We had a party
at Church
and she
got a lot
of nice gifts
and money.
We ate cake
and ice cream
and drank coffee
and punch.
There were over
a hundred
people there,
some from
New York and
St. Mary's.
Grandma had
a real good time.

FILL IN THE MISSING WORDS

1. We had a _____ at Church and she got a lot of nice gifts and money.
2. We _____ cake and ice cream and drank coffee and punch.
3. There were _____ a hundred people there,
4. some _____ New York and St. Mary's.
5. Grandma _____ a real good time.

CIRCLE YES OR NO

1. The party was at the Church	YES	NO
2. People came from Florida.	YES	NO
3. Grandma had a good time.	YES	NO
4. We ate bread.	YES	NO
5. There were only five people there.	YES	NO
6. Grandma got nice gifts and money.	YES	NO

WORD FIND

B G I F T S B	CAKE
B O P A R T Y	CHURCH
B O B B B B B	PARTY
B D B C A K E	GIFTS
C H U R C H B	NICE
N I C E B B B	GOOD

THE STORY

1. How old was Grandma?

_____

2. How many people were at the party?

_____

YOUR TURN - TELL ABOUT YOU

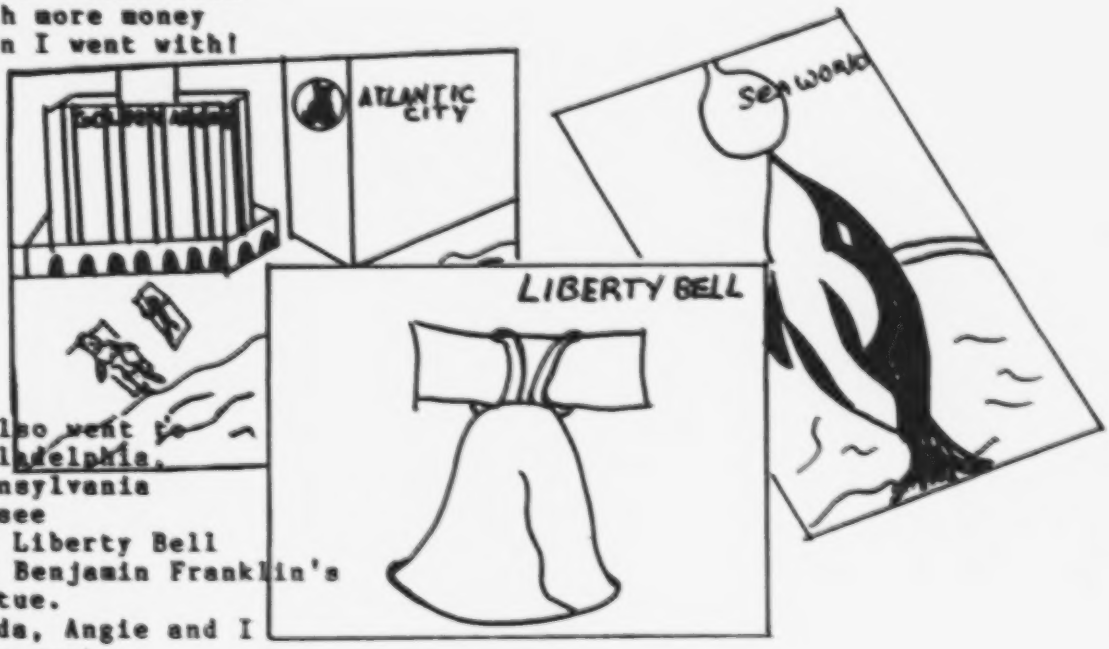
1. Have you ever had a birthday party?

2. What do you like to eat at a party?

I LIKE TO TRAVEL
by Pattie Panati

trip	pictures	travel
places	money	

I have traveled
many places
in the last
two years.
I went to
Seaworld
in Ohio
in early 1984.
Later I went to
Atlantic City,
New Jersey,
where I came back
with more money
than I went with!



I also went to
Philadelphia,
Pennsylvania
to see
the Liberty Bell
and Benjamin Franklin's
statue.
Freda, Angie and I
also went
to the
Philadelphia
pier.

My greatest trip
was September 16, 1984
when I went to see
the Pope
in Canada.
I didn't get
close to him,
but I did get
his picture.

FILL IN THE MISSING WORDS

1. I have traveled many _____.
2. I _____ to Seaworld
3. _____ I went to Atlantic City.
4. I _____ went to Philadelphia.
5. My _____ trip was September 16, 1984.

MATCH THE WORDS THAT MEAN THE SAME

I	near
close	dollar
money	me
traveled	went

WORD HUNT

T	R	I	P	X	X	X	X	MONEY
X	X	X	L	X	X	X	X	TRIP
X	T	R	A	V	E	L	X	PLACES
X	P	I	C	T	U	R	E	PICTURE
M	O	N	E	Y	X	X	X	TRAVEL
X	X	X	S	X	X	X	X	

THE STORY

1. What did the author see in Ohio?

_____

2. Where did she go in New Jersey?

_____

3. Did she lose money in Atlantic City?

_____

YOUR TURN - TELL ABOUT YOU

1. Would you like to travel?

2. Where would you most like to go?

3. Would you rather go by auto, train, bus or place?

MY TRAILER
by Anonymous

trailer	kitchen	weeks
curtains	white	

My trailer
is blue and white.
I have
new curtains.
I am going
to get a new bed
in two weeks.
My trailer has
a kitchen,
a living room,
a trunk room,
a bathroom,
and a bedroom.

FILL IN THE MISSING WORDS

1. My trailer is _____ and white.

2. I _____ new curtains.

3. I am _____ to get a new bed in two weeks.

4. My trailer _____ a kitchen, a living room,

5. a trunk room, a bathroom, _____ a bedroom.

ADD S AND READ

ONE	MORE THAN ONE
curtain	curtain__
week	week__
room	room__
bed	bed__
trailer	trailer__

MATCH THE WORDS

blue	BATHROOM
have	BEDROOM
going	BLUE
bedroom	HAVE
bathroom	GOING

WRITE THE B WORDS

bed _____

bathroom _____

blue _____

bedroom _____

WORD HUNT

Z	G	O	I	N	G	Z	Z	MY
Z	Z	Z	G	E	T	Z	Z	HAVE
Z	M	Y	Z	W	Z	Z	Z	NEW
Z	Z	Z	Z	Z	Z	Z	Z	GET
Z	Z	W	H	I	T	E	Z	GOING
Z	Z	Z	H	A	V	E	Z	WHITE

THE STORY

1. What colors are the trailer?

_____

2. What is new in the trailer?

_____

3. What rooms are in the trailer?

_____

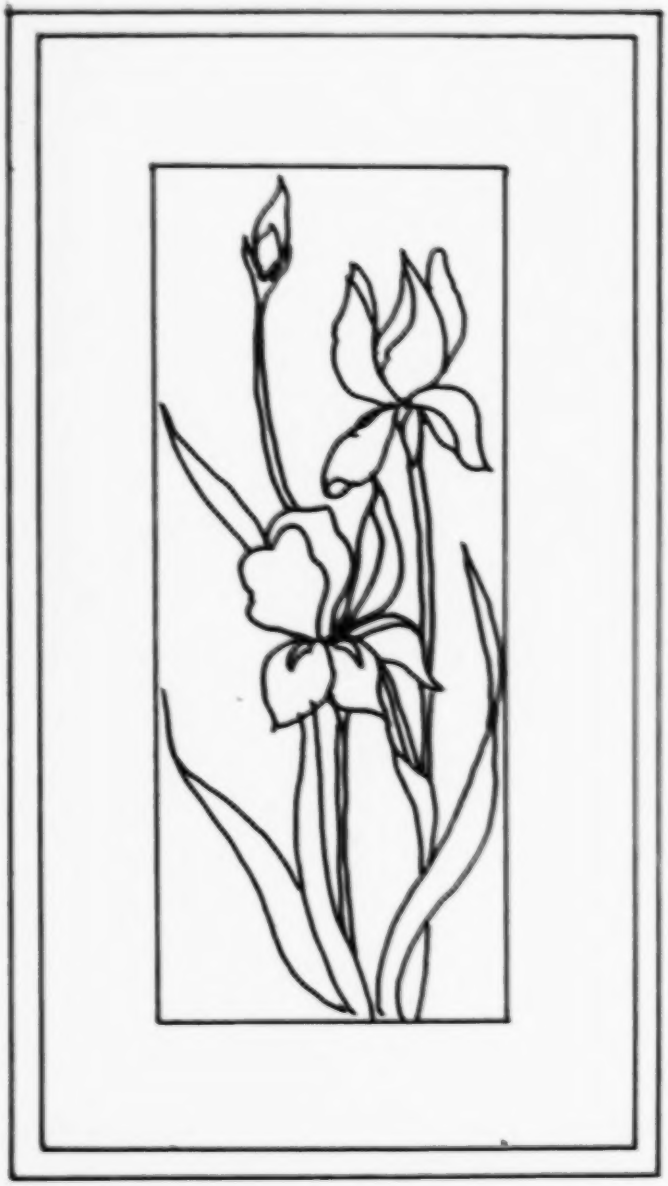
YOUR TURN - TELL ABOUT YOU

1. Where do you live?
2. What rooms does your home have?
3. Have you ever been in a trailer?
4. Would you like to live in a trailer?

THE SHOPPING TRIP
by Peter Matsushima

color	hammer	picture
flower	happy	

Last night
Janet and I
went shopping.
I bought a picture.
It has red
and all colors
of flowers.
Chuck and I
took a hammer
and hung
the picture
in my room.
I like it.
It makes me
feel happy.



FILL IN THE MISSING WORDS

1. Last _____ Janet and I went shopping.
2. I bought a _____.
3. It has all colors of _____.
4. I _____ it.
5. It _____ me feel happy

MATCH THE WORDS

colors	PICTURE
flower	HAMMER
hammer	COLORS
happy	FLOWER
picture	HAPPY

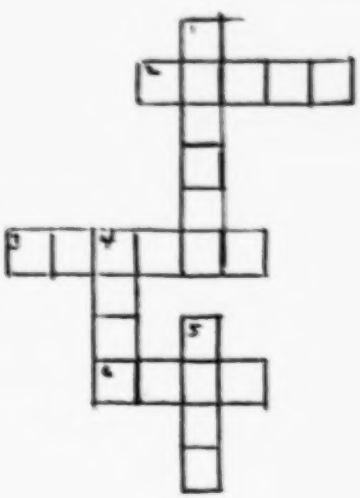
CROSSWORD PUZZLE

ACROSS

2. I feel very _____.
3. The flowers have many _____.
6. I _____ a hammer.

DOWN

1. I used a _____ to hang the picture.
4. _____ night we went shopping.
5. I hung the picture in my _____.



WORD BANK

happy
flowers
picture
hammer
colors

THE STORY

1. Whom did the author go shopping with?

_____

2. What did he buy?

_____

3. Does he like the picture?

_____

YOUR TURN - TELL ABOUT YOU

1. Have you been shopping lately? What did you buy?

2. What kind of pictures do you like?

STORY OF THE WOODS
by Lyle Nearhood

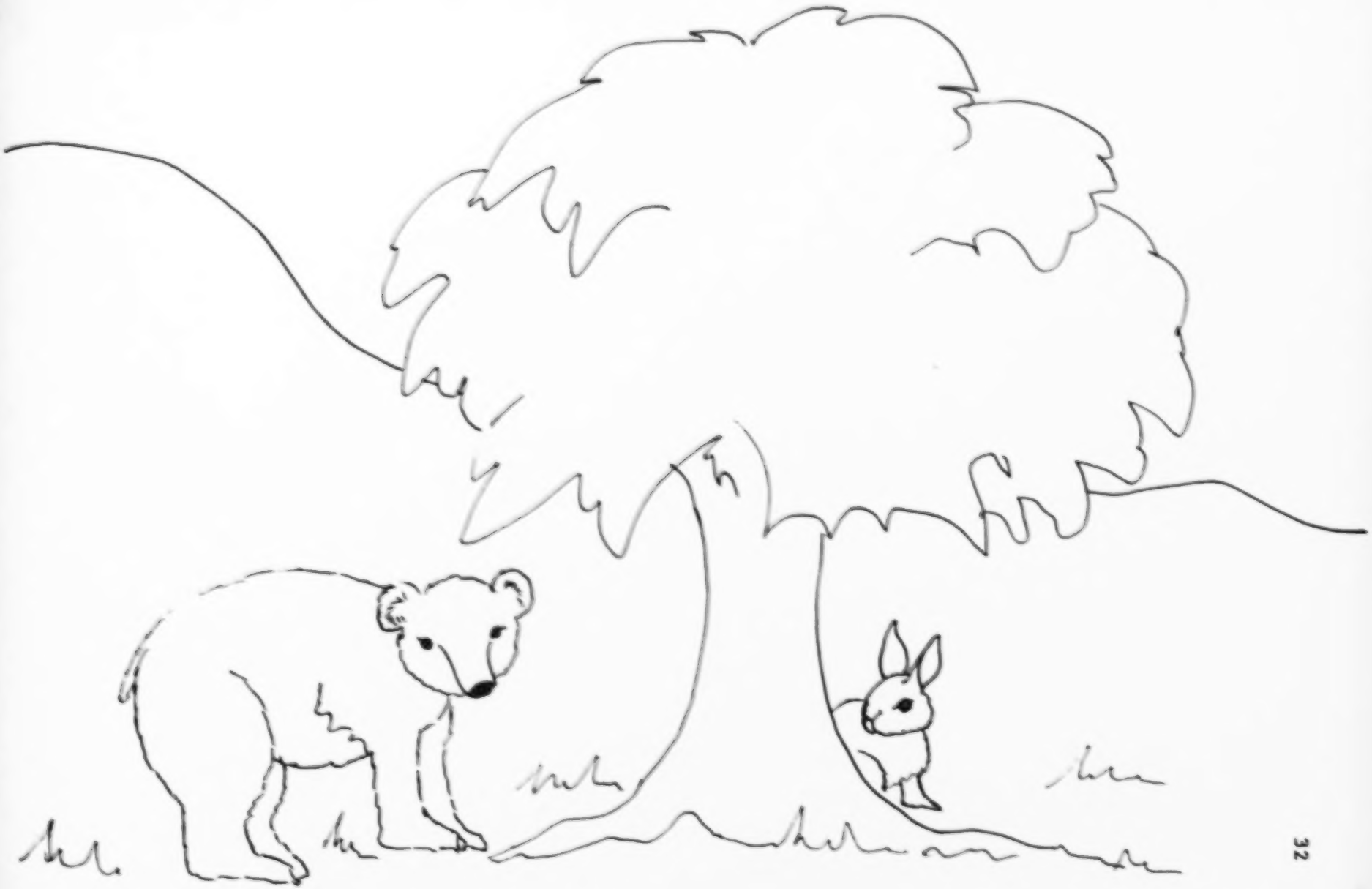
deer	bear	woods
herd	home	

I went for a walk
in the woods
on Sunday.
I saw some deer
in the woods.
I saw one
back in the herd.
There were about
nine doe.
They didn't stay long
in one place.

I turned around
and saw a black bear.
He didn't stay long
in one place.
He ran away from me.
When he saw me,
he ran for awhile.
Then he stopped
and turned around
to see if I was
coming after him.

Then I turned around
and came back home.
Then I saw some birds
in a tree.
There were
some blackbirds
and some redbirds
in the flock.

Dale and I
went into the woods
to get some
firewood for home.
There we saw
some wild ducks
in the air.
I saw a wild turkey
walking along
the edge
of the woods.



FILL IN THE MISSING WORDS

1. I went for a _____ in the woods on Sunday.
2. I _____ some deer in the woods.
3. I saw one _____ in the herd.
4. There were _____ nine doe.
5. They didn't stay _____.
6. I turned _____ and saw a black bear.

MATCH THE OPPOSITE WORDS

long	run
round	short
walk	white
black	flat
stop	go

WORD FIND

C C C B C C
C C D E E R
C C C A C C
C H E R D C
W O O D S C
C M C C C C
C E E E E E

DEER
HERD
WOODS
HOME
BEAR

THE STORY

1. What did the author see in the woods?

_____

2. What color was the bear?

_____

3. What color were the birds?

_____

4. Where was the wild turkey?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you like to walk in the woods?

2. Tell about some wild animals you have seen.

STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

_____

_____

_____

_____